

The 'reality' of the Australian 'Junior Masterchef' television series
for preadolescents and their parents

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I declare that this thesis is my own account of my research and contains as its main content work which has not previously been submitted for a degree at any tertiary educational institution.

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Rachel Goodchild

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Abstract

The increase in reality-styled programs on television and in their appeal to young viewers has not been matched by research on what motivates children to watch such programs and if there are any flow-on effects in the home for the children and their families. Current research is limited to mainly North American and European populations of adolescents and adults which reduces the application of findings to Australian children. The present mixed-methods study surveyed Australian pre-adolescent children's (N= 38) engagement and motivation to watch the Australian series of 'Junior Masterchef' and if their involvement with the program was associated with cooking, food and family connectedness. Additionally, parents (N=39) of the children were surveyed to ascertain their awareness of the series, together with their perceptions of children cooking in the home and family connectedness. The children's (N=16) and parents (N=9) experiences were further explored through focus group interviews using Thematic Analysis. Overall, three factors motivated children to watch the program: education, excitement/entertainment value and vicarious participation. Involvement with the program was not associated with cooking in the home, food engagement or family connectedness. Despite this, family connectedness was highly valued by the children. The benefit of the program for parents was increased 'family time' which was an important factor for their experiences of family connectedness. Parents reported their children's interest in cooking increased when viewing 'Junior Masterchef', however, cleaning up and time restrictions were considerations that limited opportunities for children to actively participate.

The 'reality' of the Australian "Junior Masterchef" television series for preadolescents
and their parents.

Television is a pervasive presence in most Australian households. Since its introduction over 50 years ago, television viewing habits have evolved to a point where there is much concern over the content shown and the time people spend watching it (Healy, Dunstan, Salmon, Shaw, Zimmet & Owen, 2008; Zimmerman & Bell, 2010). Many studies have examined the links between excessive television viewing, obesity and adverse cognitive effects, such as violence (Boxer, Huesmann, Bushmann, O'Brien & Mocer, 2008; Campbell, Crawford & Ball, 2006; Rosenkoetter, Rosenkoetter & Acock, 2009). Similarly, the use of product placement and the influence of advertising, particularly on children, has encouraged ongoing enquiry into possible adverse effects (Harris & Graff, 2011). Conversely, research has indicated that viewing television programs within the family environment may be considered a low cost recreational activity, helping parents to connect in some way with their children (Hardy et al., 2006). Only a handful of studies have examined the effect that a particular program or genre has on children and how this may impact their daily life.

In an age where young audiences are maturing more rapidly, there is an increase in the time they spend watching television and a change in the time slot that it is viewed. For example, in Australia, the time spent watching television in the traditional 4-5 pm timeslot has declined in recent years and 'free to air' viewing by 0-14 year olds reduced from 14.2 per cent to 11 per cent during the period between 2001-2006 (Aisbett, 2007). Buckland (2009) undertook a campaign in 2007 to introduce a children's only television channel and, in doing so, found that the decline in the children's afternoon timeslot was due to programmers placing adult rather than children's content in these timeslots as a lead up to the evening news. Additionally, she found that more than twice the number of children in the 0-14 age range watched television between 7-8 pm, traditionally an adult viewing time, rather than at 4 pm. As children's viewing trends have altered, young viewers have exposure

to a diverse range of programs at the later timeslot, in addition to an assortment of consumer products and services, most commonly related to highly refined foods, in advertising breaks.

Previous research findings related to the effects of television advertising and children has found little conclusive evidence that increases in obesity or the consumption of a product can be attributed to advertising alone. A review of the current literature with specific emphasis on Australian data revealed that television advertising had only a small effect as a contributor to childhood obesity (Carter, 2006). However, a study by Harris, Bargh and Brownell (2009) examined the snacking habits of U.S. children aged 8-11 years whilst watching television. They found that placing food advertising into programs primed increased eating habits, regardless of the brand or product. Similarly, in relation to families, the study also found that television advertising has been shown to increase consumption of unhealthy foods overall, rather than specific products. Therefore, as television advertising is known to exercise influence on children and families, it may be worth considering if this influence extends to television programs, leading children to want to purchase products associated with the programs.

Television viewing internationally has been shown to influence the eating habits of children and adults alike. A small number of studies have been conducted on the trends and influences of television programs on children's eating habits. Coon, Goldberg, Rogers and Tucker (2007) found that North American children from school years four to six, who watched television during at least two mealtimes per day, had a higher intake of refined foods and ate less fruit and vegetables than children from families who watched less television during mealtimes. Similarly, Banth and Nanglu (2011) suggested Indian adolescents who were considered heavy viewers of television were more likely to choose foods according to their sensory appeal and social motivation and request advertised foods, than light viewers. While these results indicate the impact of television viewing on children's food choices, the influence of parents and family has been known to alter such impacts.

Parental influences over meal selection are generally higher on young children (3-11 yrs) than on adolescents, as there can be a need for the parent to 'monitor' children's food intake (Scaglioni, Salvioni & Galimberti, 2008). However, it is more likely that parents exercise a greater level of control over choosing the contents of the evening meal, as a way of managing various factors, including avoiding the conflict of trying to please all the members of the family and because the meal is usually prepared by the parent. (Bassett, Chapman & Beagan, 2008; Fulkerson, Story, Neumark-Sztainer & Rydell, 2008). These studies are generally conceptualised from a parent's perspective of choice and control. Little research exists on children's perspectives of food choice and control by their parents. These perspectives may offer further information related to food and family interactions.

It has been suggested that participating in activities together is one factor that can increase family resiliency within the family environment by providing an opportunity for togetherness and developing important skills in children, such as, social and cognitive skills, cohesion and adaptability (Black & Lobo, 2008). Black and Lobo conducted a review on family research literature and found that family time and shared recreation were two factors that fostered family resilience. Due to time constraints on the modern family, television viewing as a shared activity can be considered positively when there is little time available to engage in other activities together. A study by Crosnoe and Trinitapoli (2008) examined the shared activities of U.S. families and found that television viewing was the highest and most consistent activity across all age ranges (7-17yrs). Further, Hardy et al. (2006) investigated the association between factors in the home and family environment with television viewing in Australian children (12-13yrs) and their parents. They found that television viewing was an integral part of the family environment and provided a low cost source of recreation for families. These studies indicate that some television viewing as a family activity may provide a bonding experience between parent and child.

Reality Television

As television has evolved, 'reality television' as a genre has become a norm for television programming. The programs are less expensive to produce and usually have a typical format that is flexible and does not rely on actors (Hall, 2009). The number of reality television programs screened in Australia has steadily increased since the original airing of 'Sylvania Waters' in 1992 to current day, with reality shows, including light entertainment, making up 14% of broadcast hours during primetime programming on free-to-air television in metropolitan areas in Australia (J. Flesh, OzTAM, personal communication, March, 16, 2012).

The appeal of the reality genre to adult audiences is varied. Some studies have shown that people enjoy watching reality television because they see the potential to be on the show themselves and therefore may be able to achieve a certain status that exists for reality television contestants (Reiss & Wiltz, 2004). Additionally, a certain level of emotional engagement between the audience and the contestants exists. Viewers may experience positive feelings when a favourite contestant has done well, whilst conversely, they may feel superior when a disliked contestant does badly (Hall, 2009). Others suggest that viewers like to watch other people's interactions and are curious about other people's lives (Nabi, Biely, Morgan & Stitt, 2003). Furthermore, the popularity of reality television may also be related to the programming of the show. As suggested by Jones (2003), the success of a reality television show, such as 'Big Brother', may be due to it being scheduled on consecutive nights, which fosters familiarity and identification with the contestants, giving it a 'soap opera' feel.

More specifically, viewer motives have been conceptualised into core factors. McQuail (1987) outlined four viewer motives in adults for watching television: 1) information gathering- obtaining knowledge, 2) personal identity- related to development of the self, 3) social integration- related to identification with characters and talking about the program and 4) entertainment- enjoyment and passing the time. More recently, Barton

(2009) studied young adults (18 - 24 yrs) and expanded on McQuail's work to find five 'reality television' motives. These included: 1) vicarious participation- feeling like a participant of the program, 2) perceived reality- watching a program that represents real life people in real life contexts, 3) passing time- having the program on in the background of other activities, 4) personal utility-entertainment value and 5) social interaction- using the program as a subject in social interactions. These motives provide a basis for exploring specific reality programs that have emerged more recently.

Current reality programming has broadened beyond the voyeuristic nature of 'Big Brother' type programs to the domains of fashion and food. The introduction of the 'Masterchef' series in Australia in 2009 is one type of reality program that registered record viewing statistics, with the final episode audience numbers peaking at 4.35 million (www.abc.net.au). The program was a new reality format, encouraging the audience to identify with the contestants by observing 'behind the scenes' interviews. Additionally, 'Masterchef' provided an educational element by teaching the audience to cook by way of broadcasting weekly 'Master Class' episodes. In response to the popularity of the 'Masterchef' success, the first series of 'Junior Masterchef' (JMC) was aired in 2010 with an average of 1.3 million viewers, 21 per cent of those aged between 0 and 17 years (J. Flesh, OzTAM, personal communication, March, 16, 2012). JMC recruited contestants aged between 8 – 12 years and, as such, provided young viewers with an opportunity to experience a mainstream reality program from a contestant and audience perspective.

To date, much of the literature on the effects of reality television on children has focused on the negative aspects of advertising related to obesity, violence issues and perceptions of reality. For example, a study by Nikken and Peeters (1988) examined children's perception of reality in 4-to 9-year-olds. They found that pre-school children's perceptions of 'reality' in television were predominantly age related, for example, the children believed the characters on the television were real. However, in the older children, other factors, such as the child's socioeconomic status, influenced whether they believed the

existence of the setting of the show, if the characters could hear them or if the characters were real people. Additionally, a study by Howard (1993) examined 9-and 10-year-old English and Australian children's perceptions of reality and found that although they knew programs, such as 'The Simpsons', were not real, the meanings that these programs conveyed, were representations of real life situations. Furthermore, based on Bandura's theory of social cognition, Strasburger, Wilson and Jordan (2009) suggest that children are more likely to imitate pro-social behaviours reflected on television programs if they believe that they are realistic and positively reinforced. Therefore, it may be possible that reality based programs depicting real life contestants may be more effective at influencing a young audience if they perceive the contestants and the situation as plausible.

More recently, studies have examined the 'reality television' genre and the impact on children. Patino, Kaltcheva and Smith (2011) studied American pre-adolescent (8-12 yrs) and adolescent (14-18 yrs) reality television audiences' 'connectedness' with reality programs. They found that young people who were attracted to popularity and physical attractiveness were more likely to be high viewers of reality programs. They were also more likely to engage in activities or buy products associated with the program. Similarly, a study by Tingstad (2007), examined the involvement children, aged 10 to 13 years, had with the program 'Pop Idol', in relation to being consumers of goods and also participants in promotional activities. They found that children were able to distinguish between two 'truths' about the show. The first being the creation of a superstar and the second being their own role as consumers within the show. Although children may be aware of their involvement as a viewer of television, it appears they may continue to participate and be influenced by the program regardless of that knowledge. What needs to be further explored is if the level of engagement with a children's reality based television program is related to a child's perceptions of themselves, their family and their food choices.

The Present Research

The present exploratory study aims to examine the impact of the Australian JMC series on preadolescent children and their parents in relation to motivation and engagement with the series and concepts of cooking, food and family connectedness.

The first goal of the study is to examine the degree to which children and their parents are interested and involved in the program. No previous research has studied this particular television program across children and parent perspectives and thus the present research is expected to provide a valuable insight into the possible effects this style of reality program will have on children and families. Television viewer motives of adults and young adults have been examined in the literature and focus on knowledge, entertainment, participation and social interaction (Barton, 2009; McQuail, 1987). It is expected that these motives will be similar for preadolescent children watching a reality program which has contestants of their own age.

Cooking

Previous research findings by Patino, Kaltcheva and Smith (2011) suggest that preadolescent children are more likely to participate in activities directly related to the program with which they are engaged. Therefore, the second goal of this study is to investigate whether watching a program related to food and cooking encourages children to become more interested in cooking and food in their own lives. It is expected that children who are highly involved with the JMC program will have a higher level of engagement with cooking and food in the home than those who are not as involved. Participation in cooking may also be related to family connectedness.

Gender

Studies suggest that gender influences the quantity of television that is viewed by children as well as the style of program. A study by Cherney and London (2006) examined

5-to 13-year-old children from the U.S to assess gender and age- related differences with respect to leisure activities. Their results indicated that, as the children aged, girls were more interested in television programs that had a drama or soap opera feel whilst boys preferred sports programs. JMC is promoted as gender neutral with relatively equal division of boy and girl contestants likely to enhance its appeal to a broader market. A recent study by Schuette and Killen (2009) suggests that a child's perception of gender-related roles in the family may effect functioning within families in the home context and relationships between parent and child. Additionally, Raley and Bianchi (2006) conducted a literature review involving gender differences in the family context and found that traditionally female activities, such as cooking, ironing and washing, were more likely assigned to daughters and manual and outdoor activities allocated to sons. As the JMC program is about cooking, the third goal of the study is to find out if any differences in the children's responses to cooking and family activities are related to gender.

Family Connectedness

The notion of 'family time' has been highly valued historically in Western society, as spending family time together produces expectations of fostering relationships and providing positive family outcomes. However, these expectations are not always realised due to external factors such as time pressures and work commitments. Regardless, the positive expectations of family time continue to be resistant to change (Mestdag & Vandeweyer, 2005). As this time usually includes eating and watching television together, it is important to explore the nature of the content being viewed and if this content has any association with family functioning. Therefore, the fourth goal of the study is to specifically investigate if the level of involvement with JMC is related to the children's and parents level of closeness as a family.

Choice

Finally, the notion of 'choice' as perceived by parents and children is to be explored within the study. JMC gives the contestants the freedom to be creative and to cook with few boundaries. This freedom is not necessarily the case in the 'average' family home environment for this age group, as it is a time when children can become more involved with extracurricular activities and families may be struggling with maintaining regular mealtimes (Fulkerson, Story, Neumark-Sztainer & Rydell, 2008). It is important to understand if this sense of freedom and choice is reflected in children's cooking and experiences with foods at home from the child's and the parent's perspective. Therefore, it is expected that parents' and children's perceived level of choice will differ, with parents perceiving they offer more choice than children perceive they experience.

As this study was exploratory, a concurrent mixed method design was chosen, incorporating quantitative analysis, in the form of frequencies and correlations, with detailed qualitative focus group data. The goal of mixed method design is to maximize the positive aspects of both quantitative and qualitative methods whilst reducing the weaknesses (Burke Johnson & Onwuegbuzie, 2004). The anticipated outcome is that with a well-rounded analysis, a multidimensional view of the role of JMC for children and parents will emerge.

Method

Participants

Participants for the study were recruited from a non-government primary school in a coastal southern suburb of Perth, Western Australia. The suburb is ranked in the 59th percentile in the socio-economic index (ABS, 2008). One hundred and seventy-seven families of students were approached to participate in the first stage of a two part study. Of those, 38 students (15 males and 23 females) and 39 parents (34 females and 5 males) agreed to participate in the first part of the study, yielding a 22% response rate. Three groups of

students (16 in total) and two groups of parents (9 in total) participated in the second part of the study in addition to the first. The students were from year levels five (28.9%) and six (71.1%) and their ages varied between 10 to 12 years. This age group was chosen because official television audience measurement reports indicated that the largest age group of children who watched the JMC series in 2010 and 2011 were 10 to 12 years of age (OzTAM, 2012). This age group also represented the age group of the contestants on the program, with only 1 of 32 final contestants across both JMC series being outside this age group. The parents were from various nationalities with 69% being Australian nationality. Ninety-two percent of the parent group was female, with 79% of those engaged in fulltime or part-time employment. Eighty-eight percent of parents participating had at least two dependent children.

Materials

Quantitative Questionnaire- Student Version

Student participants completed a 26-item questionnaire to assess their level of engagement with the JMC program, the appeal of JMC, cooking in the home, food engagement and family connectedness (See appendix A). Students were asked to rate each item on the questionnaire with ratings ranging from 'never' to 'always' for most items on the scale. Some of the wording differed slightly depending on the question.

Engagement with JMC program. Engagement with the program related to *knowledge* of the program children had obtained regarding contestants, past winners and challenges. To assess student's level of engagement with the JMC program, four items were used. For example 'Name last year's winner' and 'Name two contestants on the current series'. These items formed a reliable scale (Cronbach's $\alpha=.73$).

Motivation. Motivation was defined by factors associated with *why* the children watched the program. Four items were used to assess the student's motivation to watch JMC. For example, 'I wish I could be like one of the contestants on JMC' and 'How much would you

like to be on the next series of JMC?' These items formed a reliable scale (Cronbach's $\alpha = .75$).

Food Engagement. To assess the student's level of food engagement, six items were used. For example, 'How often do you cook at home?' and 'Do you like to try new foods?' A higher score meant that participants were more interested in cooking and eating their food. These items formed a reliable scale (Cronbach's $\alpha = .72$).

Cooking in the home. Students had to select from a list of activities they had participated in during the past week. Those who selected the 'cooking at home' box were compared with those who had not.

Family Activities. The level of family activities was also measured. Students had to select from a list the number of items that they had participated in with their family during the past week. This figure would then be compared to parent's results to establish differences in perceptions.

Family Connectedness. Family connectedness in the context of this study was defined by the number of activities a family does together, in addition to their perceptions of 'closeness'. Two items were used to form a reliable scale of family connectedness (Cronbach's $\alpha = .72$). For example, 'My family is close and get along very well'.

Quantitative Questionnaire- Parent Version

Parent participants completed a 24-item questionnaire to assess their children's level of cooking in the home, tastes and food choices, engagement in the JMC program and family connectedness (See Appendix B).

Choice. Two items related to breakfast and lunch choices were used to assess the amount of choice parents believed they gave their children for meal selection (Cronbach's $\alpha = .77$). Dinner was excluded from the scale as it was more likely parents exercised a greater level of control over choosing the contents of the evening meal, due to avoiding conflict around

trying to please all members of the family and because the meal was usually prepared by the parent. (Fulkerson, Story, Neumark-Sztainer & Rydell, 2008; Bassett, Chapman & Beagan, 2008).

Family Connectedness. Family connectedness from a parent's perspective was assessed by the number of family activities they participated in during the past week. Two other items 'Members of my family are very close and get along very well' and 'Our family enjoys doing things together' had to be excluded from the scale as the responses on the questionnaire were inadvertently reversed and caused confusion for the participants, as some noticed the change and others did not.

Cooking in the home. Parents had to select from a list of activities they had participated in during the past week. Those who had chosen the 'cooked with children' box were compared with those who had not.

Statistical Analysis

The data was analysed using SPSS version 19.0. Data related to gender, family activities including cooking, engagement with the JMC series, food engagement, family connectedness and choice were examined using descriptive statistics. Cross tabulations were used to examine those variables in relation to the similarities and differences between the student and parent groups.

Qualitative Focus Group Questions- Student Version

A semi-structured discussion guide was developed and used to elicit participant responses to a set of questions (See appendix C). The semi-structured interview guide for students had eight questions relating to issues about watching reality television, cooking and family activities, for example, 'What attracts you to watch either JMC or another 'reality' show night after night' and 'Are reality television programs important in your house and do you see any value from them'.

Qualitative Focus group Questions- Parent Version

The interview guide for the parent participants had four questions relating to watching reality television, children cooking and family activities, for example, 'What are the main reasons you do or do not let your children cook or participate in preparation of meals' and 'What choices do you give your children in terms of food and meal selection' (See Appendix D).

Procedure

Information about the nature of the study in addition to the parent questionnaire was sent home to parents accompanied with an information letter and consent form for their children to participate in the study (See Appendix E & F). These forms were completed by the parent at their discretion and returned in an envelope to the school teacher.

Students who had been given parental consent to participate were then invited to complete a questionnaire at school in a group setting. They were given the choice of completing the questionnaire, a curriculum relevant activity or both, in a time period of approximately 15 minutes. The completed questionnaires were then placed, by the student, into an unmarked envelope and then into a box at the front of the classroom. At this time, the students also had the opportunity to nominate if they wanted to participate in an additional focus group.

Focus groups were conducted a few days after the questionnaire data had been collected. All focus groups were attended on the school grounds during lunch time for the students and before school pickup for the parents. The moderator followed the flow of the responses and changed the order of questions as appropriate. All participants read and signed the information and consent forms. The focus group discussions, each lasting 30 to 45 minutes, were recorded and transcribed.

Thematic Analysis

This study adopted the qualitative research method of Thematic Analysis (TA). The main aim of TA is to code for themes within the data and provide an interpretation of numerous characteristics that are being researched (Boyatzis, 1998). Although the approach is considered by some as 'flexible', the stages of analysis are rigorous, providing 'a rich and detailed, yet complex account of data' (Braun & Clarke, 2006, p. 5). The theoretical framework for this particular thematic analysis was one of a realistic approach, through the reporting of experiences, meanings and the reality of the participants. It was anticipated that adopting a qualitative approach would promote the generation of ideas through group interaction. Bringing individuals together to discuss an idea reduces direct inquiry, which can produce richer responses because people are responding to the researcher in addition to others in the group (Green & Thorogood, 2004).

In relation to the application of TA to JMC, development of descriptions of the student's level of engagement with JMC, what motivates them to watch the series, their interest in cooking before and after the series and their perceptions of family connectedness were explored. Furthermore, the parent focus group analysis explored the value of reality television for them as a family, their children's level of participation in cooking within the home and the importance of family activities.

From listening to the transcribed focus groups, initial codes were identified. These codes were then grouped together and checked for emerging patterns by numerous re-reading the data set. The interpreted patterns of codes were then rechecked against the taped data and combined to form two main themes for the children and three main themes for the parents generating a thematic map of the analysis. Themes were then refined and named by analysing grouped data extracts to find an internal consistency of accounts to define them. The analysis was conducted by the researcher in addition to an independent analyst. Results from each were then cross referenced to provide an accurate and comprehensive interpretation of the data.

Ethical Considerations

The study fulfilled all ethical conditions for human subject research and was approved by the Murdoch University Human Research Ethics Committee (HREC 2011-186). The parents of the children involved received information relating to the procedures that were undertaken with the children and were required to give consent to participate prior to the children participating. The children also received clear instructions about the purpose of the research before giving their own consent to participate.

The participant's names were changed in the course of this analysis to increase their anonymity as much as possible. The risk of harm to the participants was assessed as minimal, if any, as the study was a reflection of children's and parent's thoughts and perceptions related to everyday situations. They were not exposed to anything that was considered uncomfortable or inappropriate in any way.

Results

Part one of the results section will present the student sample quantitative data for engagement and motivation for JMC, food engagement, cooking in the home, family activities and family connectedness. This will be followed by the parent sample quantitative data for choice, cooking in the home and family connectedness. Part two will present the qualitative analysis of JMC and family connectedness in two sections: 1) the student's experiences and 2) the parent's experiences.

Quantitative Results- Student Sample

Of the student sample, 15% (n=6) had not watched any episodes of JMC. From the data collected on the 'engagement' variable, 18 of the students (47%) were considered highly engaged viewers and 20 students (53%) considered low engaged. Gender differences existed for engagement with the program. A Mann-Whitney *U* test indicated that girls ($Md=6.00$, $n=23$) were significantly more engaged (knowledge of the program) than the

boys ($Md=5.00$, $n=15$), $U=94.5$, $z=-2.45$ (corrected for ties), $p=.014$, two-tailed. This effect can be described as medium ($r=-.35$).

Consistent with 'engagement', the variable of 'motivation' found 18 students (47.4%) were highly motivated to watch JMC and 20 students (52.6) had low motivation. A Chi-square test for independence (with Yates Continuity Correction) was used to evaluate whether motivation for the JMC program was associated with engagement. The test indicated there was no significant association between the them, $\chi^2(1, n=38) = .40$, $p=.526$, $phi=.16$. An independent samples t test was used to compare motivation with gender. The t test was significant, with girls ($M = 8.70$, $SD = 2.98$) reporting more motivation to watch and be part of the show than boys ($M=6.47$, $SD= 1.81$), $t(36) = -2.60$, $p = .007$, two-tailed, $d=1.59$.

'Food engagement' scores varied from 10 to 21, and averaged 14.5 ($SD= 2.8$). Similar to engagement with the series, there were 15 students (39.5%) in the highly engaged category and 23 students (60.5%) in the low category. A Chi-square test for independence (with Yates Continuity Correction) was used to evaluate whether engagement with the JMC series was related to engagement with food. The test indicated there was no significant association between the them, $\chi^2(1, n=38) = .07$, $p=.793$, $phi=.96$.

'Cooking in the home' was one item on a list of possible activities the students had participated in with their family in the past week. Fifteen of the students (39.5%) had participated in cooking during the week. A Mann-Whitney U test was used to compare the level of cooking with gender. The test indicated that the amount of cooking in the home by girls during the past week ($Md=1.00$, $n=23$) was significantly higher than the boys ($Md=0.00$, $n=15$), $U=98.00$, $z=-2.63$ (corrected for ties), $p=.009$, two-tailed. This effect can be described as 'medium' to 'large' ($r=.43$). Similarly, gender differences occurred for the cooking items in the survey including how often they cooked, if they cooked by themselves

and their desire to cook. Mann Whitney *U* tests revealed that girls participated in cooking and wanted to cook significantly more often than boys (See Table 1.).

Table 1. *Mann-Whitney U scores for participation and desire for boys and girls.*

Item	Gender	N	Median	Mean Rank	Mann-Whitney U	Z	Sig
How often do you cook at home?	Male	15	2.00	11.33	50.00	4.00	.000
	Female	23	3.00	24.83			
How often would you like to cook?	Male	15	2.00	15.20	108.00	2.43	.015
	Female	23	2.00	22.30			
Do you cook by yourself?	Male	15	2.00	26.47	68.00	3.42	.001
	Female	23	1.00	14.96			

Preliminary analysis for the variable of 'family connectedness' found 16 students were in the high connectedness group (42%) whilst 22 students (56%) were in the low group. There were no significant gender differences. A Chi-square test for independence (with Yates Continuity Correction) was used to evaluate whether the number of family activities impacted on the children's perceived level of family connection. There was no significant association between the level of activities that occurred and the perceived connection with the family, $\chi^2(1, n=38) = .01, p=.92, phi = -.07$.

To further explore family connection, a Chi-square test for independence (with Yates Continuity Correction) was used to assess the association between the children cooking at home and their perceived level of family connection. The results were not significant, $\chi^2(1, n=38) = .63, p=.43, phi = .18$. To test the hypothesis that the level of engagement with JMC would be associated with family connectedness a Chi-square test for independence (with Yates Continuity Correction) was conducted. The results were not significant, $\chi^2(1, n=38) = .50, p=.478, phi = -.17$.

Quantitative Results-Parent Sample

Data from the parent sample showed 33% (n=13) had watched the current series. Seventeen of the participants (43%) said they watched the show together with their child.

From a list of possible activities used to determine the 'family connectedness' variable, the number of activities parents selected ranged from 1 to 9, with 19 parents (48%) considered in the high connectedness group and 19 in the low connectedness group. One parent did not answer the question. A Mann-Whitney U test was used to compare the number of *non-cooking* activities selected between parents and students. The test indicated that the number of activities parents selected ($Md=4.50$, $n=38$) was significantly higher than those selected by the students ($Md=3$, $n=38$), $U=434.00$, $z= -3.02$, $p= .003$. This effect can be described as 'medium' ($r =.35$). A Chi-square test for independence (with Yates Continuity Correction) was used to evaluate whether number of family activities parents participated in was associated with the level of work, part-time/non-working or fulltime. The results were not significant, $\chi^2(1, n=38) = .14$, $p=.713$, $phi= -.12$.

The 'cooked with children' activity was examined further. Thirteen of the parents (33%) had cooked with their children during the past week. A Chi-square test for independence (with Yates Continuity Correction) was used to evaluate whether cooking with children was associated with family connectedness from a parents perspective. The results indicated a significant association, $\chi^2(1, n=38) = 4.21$, $p=.04$, $phi= .39$.

In relation to perceptions of food 'choice' 30 parents were in the low choice group (77%), whilst 8 parents perceived themselves as giving a high amount of choice to their children. Comparisons between parents and children were made on the individual breakfast and lunch choice items. For perceived level of choice for breakfast, the Mann Whitney U test indicated there was no significant difference in parent and child responses, $U=695.00$, $z= -.09$, $p > .05$. Similarly, there was no significant difference in perceived level of choice for lunch, $U=688.50$, $z= -.16$, $p > .05$.

Matched Pairs

From the children and parents who participated in the survey, data from 27 matched parent and child pairs were subjected to separate analyses to establish similarities and differences between them on select responses.

In relation to the number of activities participated in the last week, the results from the Friedman Test indicated that children's ratings ($Md = 3.00$) were significantly lower than their parents ($Md = 5.00$), $\chi^2(1, n=27) = 16.67, p < .005$. This result was comparable to the main group. Responses regarding how often the children cooked and their desire to cook were compared, but there were no significant differences in the responses from parents and children.

Comparisons were made on each group's perceptions of choice in relation to breakfast and lunch. Friedman Tests indicated there was a statistically significant difference in the perception of breakfast choice between students ($Md = 4.00$) and their parents ($Md = 5.0$), $\chi^2(1, n=27) = 10.71, p = .001$ and for lunch choice between students ($Md = 3.00$) and their parents ($Md = 4.0$), $\chi^2(1, n=27) = 6.37, p = .012$.

Qualitative Results

Part two of the study consisted of 16 students randomly separated into three groups and 9 parents randomly separated into two groups, participating in semi-structured interviews. The qualitative data was collected and analysed to provide elaboration about why certain factors contributed to children's involvement with a reality program and their perceptions of family. The coding procedure used for the study, followed the guidelines recommended by Braun and Clarke (2006). Initially, the codes for both student and parent responses were independently analysed by the researcher and another analyst to determine a set of relevant categories. Then, through discussion, the two coders established a common set of themes which were then reviewed and defined.

Students

Twenty initial codes were obtained from the data set of three student focus groups (See Table 2). These initial codes were reduced to seven and finally captured in two overall themes, 'Educational Entertainment' and 'Family Unity'. Results of the current analysis for the student interviews are presented in Figure 1.

Table 2. Initial Codes - Children

Code	Example
Educational	The program teaches them about cooking and foods. <i>e.g. JMC teaches you how to, shows you new recipes and stuff</i>
Entertainment	The program provides entertainment value. <i>e.g. It's just so amazing watching them at that age cooking</i>
Talent	The ability of the contestants increases the appeal of the program. <i>e.g. I just get attracted by the talent they show</i>
Finals	The last few episodes are the most exciting to watch. <i>e.g. I like the bits of reality shows where people win</i>
Promotional Advertising	Promos encourage continued viewing. <i>e.g. Cos like at the end of every episode they always leave something out so you want to go on and watch the next one</i>
Not important	The program is watched a lot but not considered important. <i>e.g. Not everyone watches, but we do watch it when we can just to say what's going on</i>
Spinoffs	Additional marketing is noticed. <i>e.g. I saw the cookbook in Big W which I got for Christmas last year.</i>
Encouraged cooking	Watching JMC encouraged more cooking at home. <i>e.g. Yeah it's made me want to cook more stuff</i>
Closeness	Spending time together as a family improves feelings of closeness. <i>e.g. Well it feels more comforting when they help you with something when they do something with you.</i>
Trust	Closeness encourages trust <i>e.g. And being closer as a family, you can trust them more</i>
Family unity	Activities encourage family unity <i>e.g. To keep closer to family so like keep in touch and stuff like that</i>
Time difficulties	Finding time together as a family can be difficult <i>e.g. Yeah like we do it but sometimes it's hard to do when we're all together cos my Mum and Dad work so it's hard to get all of us</i>
Siblings	Older siblings do not always want to participate in family activities. <i>e.g. cos now my sister, she's so caught up in technology she'll just stay in her bedroom and do her laptop and facebook</i>
Similarities	Similarities with contestants helped to relate <i>e.g. I liked Greta. Not because she won but because she was from WA</i>
Identification	Children had an understanding of the contestants <i>e.g. I could relate to the girl who was really messy</i>
Sympathy	Background stories about contestants encouraged familiarity <i>e.g. He was quite, like poor. I think he had an advantage cos everyone felt sorry for him.</i>
Ordinary people	Contestants not idolised. <i>e.g. They just seem like a family</i>
Cleaning	Mess not an issue. <i>e.g. And I love leaving my mess on the bench when I finish cooking</i>
Different mediums	Other mediums used to catch up or re-watch something. <i>e.g. Say if they do something I usually look it up online cos I really like to watch it</i>
Working parents	Different definitions of working parents <i>e.g. My Mum works 24/7 as a mother</i>

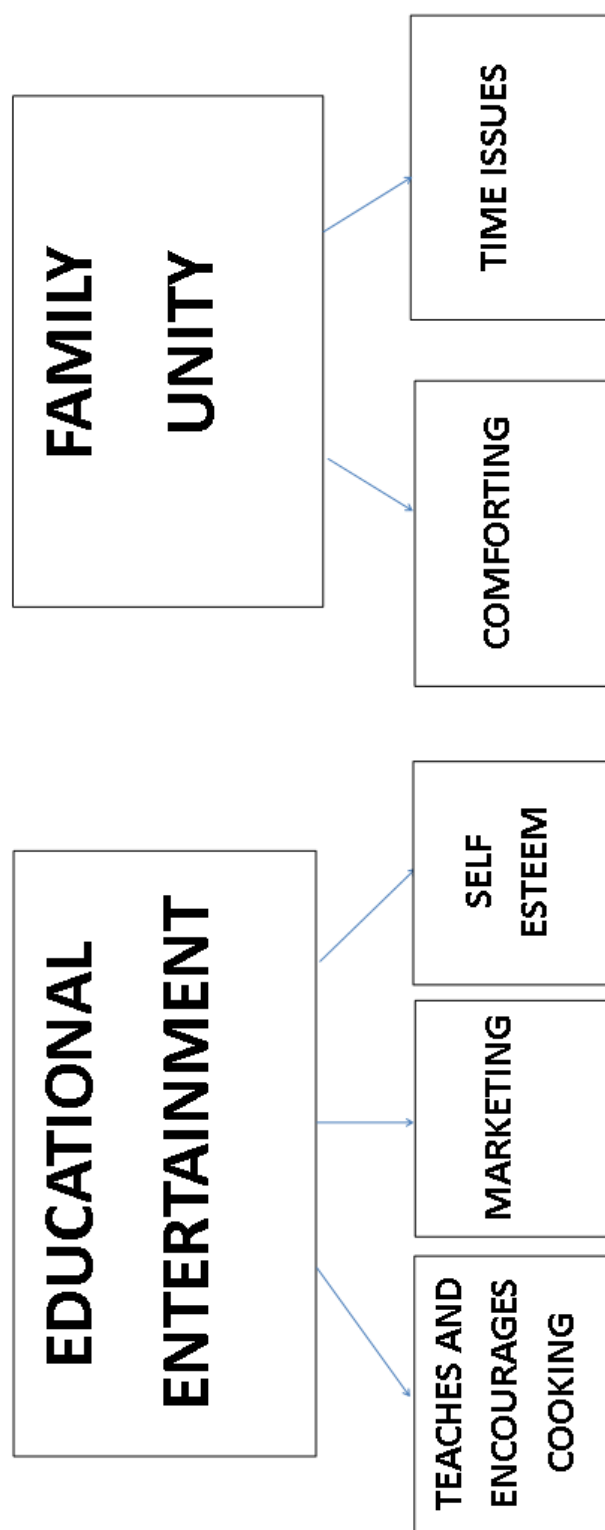


Figure 1. Final Thematic Map – Children

Educational Entertainment

The theme of educational entertainment was used to illustrate the multifaceted appeal of reality shows and, more specifically, JMC. Responses indicated that the show provides the children a source of entertainment with an educational element. Children considered that JMC was entertaining for two mains reasons: the interest in the contestants on the show and the excitement the format of the show produces in relation to being a

competition with eliminations and finals. The children spoke about this idea in the way the program is marketed, by providing small yet exciting 'snippets' of the next night's show to encourage the audience to continue to watch. Most of the children found they could identify with the contestants for many reasons, including similarity of their age or where they were from. Extract one provides an example of how the students also related to the contestants because they saw something in the person that reminded them of themselves.

Extract One – Identification

"..I'm kinda like her. She says I don't wanna be some just random ordinary person like Christina the lawyer or something. I wanna be her, does that, so I guess the family back ground is kinda like mine in that sort of situation."

The competitive nature of the show was a contributing factor to 'engagement' with the series. Children commented that the 'eliminations' and 'finals' coupled with strategic marketing in the form of promoting the program, made it more exciting and interesting to watch. Extract two is an example of the influence of the advertising campaign to encourage the children to continue to watch the program.

Extract Two - Promotional Advertising

"Yeah like they do, they do a little 'next time' clip and say someone stuffs up and spills something, you really want to see what's going to happen to them."

Similarly, the consensus was that most of the children watched the last few episodes of the series because that was the most exciting time. It was the part of the series when only a few contestants remained and the pressure to perform was high. Extract three provides three examples of the importance of watching the parts of reality shows with the most interest.

Extract Three - Competition

"Yeah I like the competition part of JMC and stuff like how people get eliminated. I like to see who's the best out of them."

"I watched the X-factor finals cos that's when all the good songs come up."

"I like the bits of reality shows where people win."

Some children had either not watched the program at all or had viewed one or two episodes, however, all of the children could manage to name at least one product or marketing strategy related to the promotion of JMC. This was usually in the form of 'in store' advertising, cookbooks or similar products. Extract four is an illustration of the impact of marketing.

Extract Four - Marketing

"Yeah and like Coles, like if you go to Coles because they're supporters and if you see most of the things and you can use them because if you want to make those (recipes), you know where to go."

The educational aspect the show provided was in terms of cooking, learning about new types of foods and encouraging confidence in the children's own abilities. Many found the show inspired them to cook, or for children already cooking, to cook something new when they may not have done so before. The added element of the internet allowed them to find recipes and re-watch episodes to make the learning process easier. Extract five provides an example of interest in the show from a cooking and learning perspective.

Extract Five - Education

"Well it definitely makes me (cook) with Masterchef and JMC. It makes me want to try new recipes and stuff like that to experiment to see if I can actually cook."

Encompassed within the 'educational' aspect of the show was how the children were encouraged by the contestants' improving ability. Watching the contestants 'have a go' and improving provided motivation for the children in their own lives to have confidence in themselves to achieve their goals. Extract six illustrates a student's reflection of her experience of being inspired.

Extract Six - Talent fosters confidence

"It just tells you to be more confident because more people go up there and they're more confident, so it makes you more confident."

Similarly, extract seven demonstrates the children's assumption that if people their own age are able to produce food at a high level, then they may also be able to.

Extract Seven - Encouragement

"When JMC was on that encouraged me to cook because or I usually cook anyway but it made me want to cook even more because you can make all those amazing dishes."

Family Unity

The concept of family and family activities was highly valued by the children. At times it was difficult for the children to articulate why it was important, however, the main theme that represented their views was 'Family Unity'. When the family was together or doing an activity together, it fostered a sense of 'closeness' for the children. It was comforting for them to be with their families and it was considered odd not to be spending time with family. Extract eight is an example of the 'commonplace' nature of being with family.

Extract Eight - Commonplace

"It's good to be a family because it's good to hang out with your family because they are your family and no point not hanging out with your family."

The other comforting aspect of being with their family was that they were a trusted source, providing a safety aspect that could not be achieved elsewhere. Extract nine is one such illustration of this concept.

Extract Nine - Trust

"And being closer as a family, you can trust them more so you can tell them that if someone, something's been troubling you, you can trust them not to tell anyone."

Absences of family members from the family unit, in particular, fathers due to work commitments or older siblings using electronic media, were noticed by the children, which

made the family time they spent together more valued. Extract ten is an example of the value of limited family time.

Extract Ten - Absences

"It's really important for our family to spend time together cos we only have the weekends cos my Dad gets home really late and by the time he gets home, we're already in bed so we use the weekends to spend time with my Dad."

Qualitative Results-Parents

From the data set of two parent focus groups, twenty-five initial codes were obtained (See Table 3).

Table 3. *Initial Codes - Parents*

Code	Example
Family Together	Watching reality tv brings the family together <i>e.g. We can watch together and you can grow from that</i>
Family Entertainment	The program provides entertainment value. <i>e.g. It's the thing the five of us actually sit down and watch together</i>
Appeal	First series appealed but the second series not as interesting. <i>e.g. We watched the first season more with more intent than the second season</i>
Other Mediums	Other mediums used if time not convenient. <i>e.g. You can sit and watch it on iview on your computer</i>
Value Add	Cooking was a value add <i>e.g. It encouraged cooking in my household as a value add just to say what's going on</i>
Safety	Parents worried about safety when children cooked <i>e.g. I can't expect my kids to cook meals like that at home and cut their fingers off!"</i>
Mess	Parents do not enjoy cleaning up the children's mess. <i>e.g. it's like triple the mess</i>

Responsibility	Clean up rules to encourage responsibility <i>e.g. I try to teach them to clean as she goes</i>
Supervision	Parents felt they had to supervise children cooking. <i>e.g. Cos you have to supervise you know, like chopping very slowly</i>
Time	Difficult to find time to cook with children. <i>e.g. You have to physically be there so sometimes that's not always possible</i>
Resentment	Parents feel resentment for cleaning up <i>e.g. I feel why should I have to clean ALL the mess</i>
JMC encouraged cooking	The program inspired cooking <i>e.g. He wanted to make some of the cupcakes, sweet things but not some of the savoury stuff</i>
Identity	Doing activities together promotes family identity <i>e.g. It's important to show the mum and dad working together as well</i>
Effort	Important to make the effort of doing something together <i>e.g. We always make an effort to sit down, but we can</i>
Other Distractions	Family activities reduce electronic media time for children <i>e.g. We like go out on the boat so there's no ipods, no tv, there's nothing</i>
Limited Choices	Limited choices for dinner <i>e.g. I pretty much probably dictate what they're having for dinner</i>
Fussy Eaters	Fussy eaters catered for. <i>e.g. I'll cook two meals or a variation of the meal</i>
Changing tastes	Children's tastes change with age <i>e.g. Luke wouldn't eat anything spicy at all when he was younger and now he'll eat anything.</i>
Simple Meals	Restricted to cooking meals that everyone will eat <i>e.g. Like nothing too exotic</i>
Not genuine	Reality television in general is a staged version of reality <i>e.g. That couldn't happen in real life</i>

The initial codes were then narrowed down to five, with the three overall main themes of 'Family Entertainment', 'Family Identity' and 'Limited Choice', summarizing the data. The results of the analysis are presented in Figure 2.

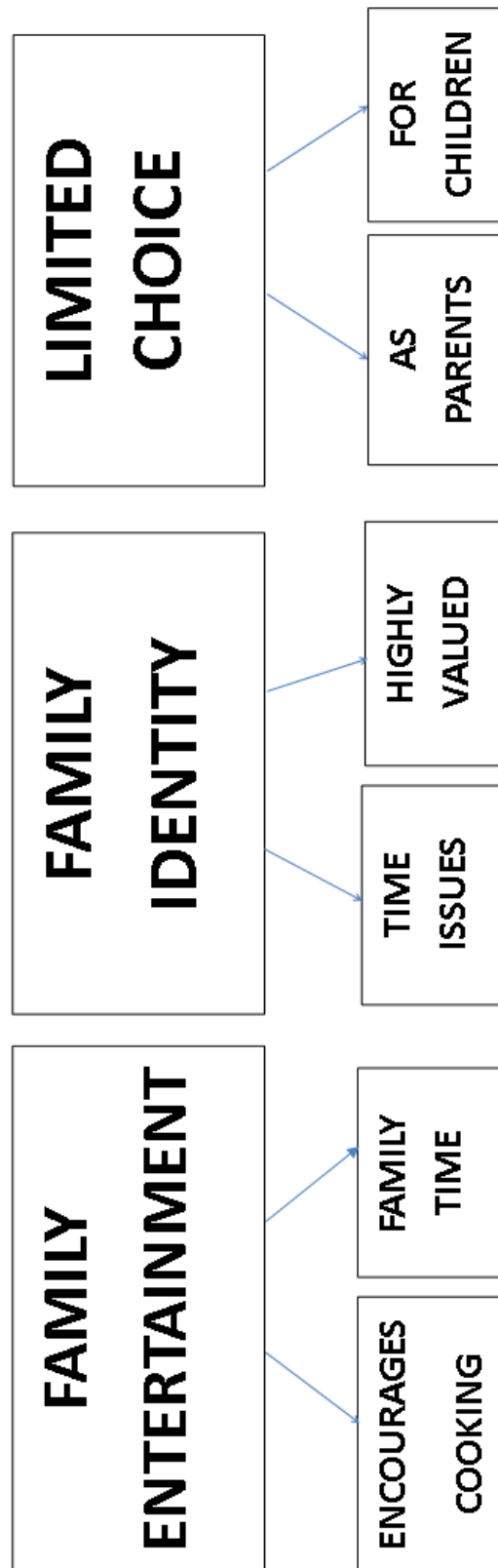


Figure 2. Final Thematic Map - Parents

Family Entertainment

For parents, watching television was valued as one source of bringing the family together. Reality shows were seen as a style of program that catered for all age groups and encouraged all members of a family to sit down and watch collectively. Extract eleven illustrates the value of reality television from the parent's perspective.

Extract Eleven – Accessible to all members of the family

"You can't beat it. We watched it religiously every Monday night, every Tuesday night and Rebecca danced her way around the whole time all the way through it.....and again it's the family thing as well. It's the thing the five of us actually sit down and watch together...they (the children) like us to sit with them."

Although most of the parents had watched a large proportion of the first series of JMC because it was a new show, some found the second series not as compelling and did not watch as much. Additionally, some recorded the show so they could fast forward through the commercial breaks to reduce time.

Extract Twelve - Interest

"We watched a couple (of episodes). I don't know, it wasn't something that grabbed us straight away, but if they did watch it, they did want to cook or try something"

Parents acknowledged that JMC encouraged their children to cook and try new things. Some children had not watched many episodes, yet had a desire to cook when the series was aired. Children cooking in the home divided the groups. Some saw it as an opportunity to encourage valuable life skills, such as teaching responsibility. Extract thirteen provides examples of parents enforcing rules as a way to combat the issue they had with mess and to teach responsibility.

Extract Thirteen - Rules

"D: I try to teach them to clean as she goes, clean up as she goes.

S: It takes forever

T: That's a rule in our house too."

Other parents found the mess created by the children whilst cooking became a very real issue, as they had to constantly clean up after their children. The outcome from this was an overall feeling of resentment, leading to fewer occasions when the children could cook. Extract fourteen is an illustration of this concept.

Extract Fourteen - Resentment

"I feel why should I have to clean ALL the mess. She helped make it, she can clean it."

Family Identity

In line with the children, parents highly valued the concept of family. For the parents, the family unit created a sense of identity for themselves and also for their children. It was important for them to demonstrate and teach their children the value of being together in an attempt to foster good relationships in the future. Extract fifteen summarizes the overall impression of this interpretation.

Extract Fifteen - Identity

"I think they're understanding that they're part of a family and what it means to be in a family, that you're together. You're doing things together."

Time represented a significant issue in relation to upholding the value of family togetherness. Many found that co-ordinating extracurricular activities of the children, one or more of the parents working and keeping the interest of older children made finding an activity or the time to do it quite difficult. Extract sixteen provides an example of such difficulties.

Extract Sixteen - Time Issues

"E: Well cos it's hard to find time to do things together cos everyone's doing their own thing. Aren't they, you know. Cos the boys are at tennis one night, Rebecca's at.. they're doing different things different nights and it's a fight to get everyone to sit down together at dinnertime sometimes cos hubby's in later on. You've got to consciously actually schedule it in for the weekend, say 'no we're doing this together'."

Most parents found that mealtimes or watching the television provided the opportunity to catch up. Even in the absence of the second parent, the mealtime as a family activity was considered of value. Extract seventeen is an illustration of the importance of eating together.

Extract Seventeen - Family Mealtime

"During the week I eat just with the kids. Andrew's not there, he won't be there until 8.30. You've got no choice but on the weekends we will eat together."

Limited Choice

The focus on cooking and family time lead to a discussion on food and the types of choices parents and children have in relation to meals. According to the parents, limited choice in this regard is two-fold. For the children, by way of the level of choice they have with breakfast, lunch and dinner. For the parent, limited choice was dictated in the choice they offered their children and in the choice given to them when planning the meals, to appeal to a variety of tastes within the family.

The parents acknowledge that they offered some choice to their children for breakfast and lunch, however, dinner was usually chosen by the parent. This was primarily due to time issues and making a meal that suited everyone in the family. Extract eighteen provides an example of choice.

Extract Eighteen - Choice

"Well I'm like who's having what and that kind of stuff. Who's having tuna, egg or yeah or what but come teatime, no I pretty much probably dictate what they're having for dinner"

Although parents made the choice of the evening meal, they also had restrictions placed upon them to make week night meals 'simple'. This was to cater for fussy eaters and diverse tastes of the group. Extract nineteen is an illustration of the overall feeling of one of the parent focus groups.

Extract Nineteen - Limited Choice Parents

S: I've gotta cook everything they want, not what I want.

I: yeah

S: don't know

M: Mmmm. Family meals.

I: yeah

T: Kids friendly meals

M: Like nothing too exotic

S: Mine are plain. I'm a plain Jane. Easy.

The 'simple' family meal was defined here as something plain, however the simplicity in the preparation was not always apparent, as the parent usually offered variations to the meal.

Extract twenty is an example of how one parent managed this process.

Extract Twenty - Fussy Eaters

"I try and cook things I know they'll eat and sometimes I'll cook two meals or a variation of the meal. So if I'm going to do a chicken curry that I'll do, then I'll get some chicken thighs and bake them and the two fussy ones will have them with rice.

Discussion

The aims of this present mixed-method study were to explore the role of the Australian JMC series by investigating its function within children's concepts of involvement with the program, cooking, food and family connectedness. Additionally, the study aimed to examine parent's perceptions of the program and how those perceptions related to children's participation in cooking and family activities.

The first goal of the study was to examine the motives preadolescent children have for watching the JMC series. Just under half of the children were considered 'highly engaged' and 'highly motivated' to watch and interact with the program. Additionally, results from both the quantitative and qualitative data revealed that most had seen at the very least, one or two episodes. The focus group data uncovered a sense of excitement from the children that was experienced as an audience member watching people their own age involved in a television show cooking 'amazing' dishes. This result was comparable with findings by Patino, Kaltcheva and Smith (2012) that adolescents' main motivation for watching reality television programs was the entertainment and excitement value.

Additionally, the willingness to watch was enhanced through the strategic use of advertising and product marketing. These experiences were reinforced by the statistical data which indicated that over half of the children had bought or received a product that was marketed from the show. Further, the strength of the marketing campaign was observed in the children who had only viewed a small number of episodes, as they had knowledge regarding the program, noticed the advertising promoting it and were able to name at least one or two associated products or 'in store' promotions related to JMC. The findings converge with studies from Carter (2006) and Harris, Bargh and Brownell (2009) that children are influenced directly and indirectly by television advertising. The current findings further extend the literature that children are increasingly knowledgeable about and influenced by reality television (Strasburger, Wilson and Jordan, 2009).

Further investigation of the focus group data with regard to children's 'motivation' for watching the program, showed their ability to identify with the contestants through similarities of age, gender, where they were from or the perceived personality of the contestant. Relating to the contestants was important for overall engagement with the program, as well as fostering familiarity (Jones, 2003). Statistically, the group was almost evenly divided regarding wanting to be like a contestant and their desire to be on the show. Therefore, these results indicate that it was possible for the children to identify with the contestants, however, not necessarily want to be one. This finding is consistent with McQuail's (1987) social integration motivation which functions as a way of finding a place within the 'norms' of society. Children look to others (e.g. care-givers, friends, media) to establish who they are and where they belong in society, therefore the social integration motivation may apply to children also.

The findings on the significantly greater 'engagement' and 'appeal' of JMC for girls could be attributed to the fact that girls in this age group are more interested in programs that have a drama or soap opera feel than boys (Cherney & London, 2006). The emotional elements of JMC had tears, elation and drama, in addition to being broadcast most nights of the week, which can create a soap opera feel (Jones, 2003). Similarly, the pleasure that girls derive from watching a reality styled program based on 'everyday' people displaying real emotions and behaviours has been associated in past research with the power of such programs to facilitate their own understanding of relationships (Quin, 2004). However, it is also possible that the viewing time of the program may have conflicted with another program which may have appealed more to males.

Gender differences extended to the children's participation in cooking at home. The girls cooked and were more interested in cooking than the boys. Similarly, the girls had more to say than the boys in the focus group discussions in relation to cooking and desire to cook. These findings could be attributed to girls receiving more opportunities to cook in the home, as suggested by Raley and Bianchi (2006). Further, boys were animated when talking

about the competitive aspect or marketing of the show. This finding is consistent with Cherney and London (2006), suggesting that boys of this age group prefer sporting programs and, therefore, the competitive aspect of JMC would have the largest appeal.

The children found JMC educational as it provided at least two mediums, television and the internet, to learn cooking techniques and recipes. However, statistically, the children found limited occasions to cook with only approximately one third having cooked in the past week. These results may indicate that although children want to cook, the opportunity to do so is not always available. Therefore, the program may provide the stimulus for children to experience cooking without actually doing it. This finding is consistent with Barton's (2009) young adult viewer motive of vicarious participation in reality television which suggests that one appeal of reality television is the experience of being part of the show.

The children's experience of cooking in the home was further reflected in the parents' responses. Whilst many parents could appreciate the value of such an activity, various factors, for example cleaning up afterwards and time restraints, made them less likely to offer it as an activity unless they were present. However, the majority of the cohort of parents who participated in the study worked either part time or were homemakers, which suggests that it is not parental work that limits cooking rather, there may be additional factors, such as safety concerns or extra-curricular activities, which contributed to them not wanting the children to cook.

The parents found value in JMC for different reasons from those indicated by the children. Children enjoyed the excitement and learning aspects of the program, however, parents used it as an opportunity to spend quality family time together, with nearly half of the parents surveyed watching JMC with their children. This result was consistent with a study by Crosnoe and Trinitapoli (2008) who found that shared family activities were important for the psychosocial well-being of parents. Additionally, JMC is considered 'family entertainment' by parents because it appeals to all ages, as well as promoting pro-

social behaviour. Pro-social behaviour on JMC was demonstrated by the children's reactions to disappointments, winning, losing and their relationships with the judges, which were experiences that the families could watch together and reflect upon. These behaviours are more likely to be imitated by the child if the person they are watching is realistic, of a similar age and is positively reinforced for the behaviour (Strasburger, Wilson & Jordan, 2009).

The concept of family and family time was highly valued by both children and parents. For children, the number of activities they participated in with their family was not associated with how close they felt to them. Additionally, the amount of cooking they engaged in with family was not associated with family connection. Conversely, for parents, family participation was an important factor, as they reported participating in a higher number of activities than children. Additionally, when the opportunity was available, parents valued cooking with children, as there was a significant association between cooking and family connectedness. These findings are similar to a study by Daly (2001) who found that an unequal balance exists between parent's expectations and their experience of 'family time'. Daly suggests that more often parents feel there is never enough family time and feelings of guilt and disappointment often surface. Therefore, as the number of activities and the amount of cooking children participated in was not associated with their feeling of family connection, this finding may offer some solace to parents who could consider that limited 'family time' does not necessarily impact on children's experiences of family connection. Differences in the current study between child and parent results for activities and cooking may also indicate a need for the parent to feel that they are doing more than they actually are, or perhaps children are not consciously considering all of the activities they are doing with their family.

Overall, parent and children's perceptions of choice as a whole group were very similar in the qualitative and quantitative results. Parents felt that they were able to offer more choices to children for breakfast and lunch because they were catering for individual

tastes. However, dinner was usually shared as a family and therefore provided less opportunity for children to choose. This finding is reinforced by Bassett, Chapman and Beagan (2008) who found that parents, especially mothers, have the most control over the evening meal. Conversely, the paired group data revealed that parents felt they gave more choice in relation to meals than the children perceived to be the case. The qualitative data expanded on the notion of choice to detail parents feelings of restriction with the types of meals they could offer their families at mealtimes, due to fussy eaters and differing tastes, therefore only providing what they defined as 'simple family meals'.

Strengths, limitations and future directions

Findings from this study have provided a more detailed analysis of reality television effects, specifically the Australian JMC series, for preadolescent children and their families, thereby addressing a need in the literature. This study was one of the first investigations into Australian preadolescent children and their responses to reality television. The present findings substantiate existing literature on reality television effects and the importance of family leisure time for the psycho social well-being of parents and children. It is suggested, however, that future research in this area may include a larger sample size and alternative socio economic groups to see if the results from this small group are consistent with others. Additionally, the activities mentioned in the questionnaire, with the exception of cooking at home, were outside activities. Future research in this area might also include indoor activities to further explore the notion of 'family time'.

This study may have implications for television programming for this age group in terms of content, viewing times and advertising. Additionally, for parents, it provides an insight into the positive role of television in their home and the advantages of cooking and family activities for both parents and children.

In conclusion, the present study established viewer motivations for Australian preadolescent children in relation to the reality television program 'Junior Masterchef'. It

provided one of the first studies of children in the same age range as the contestants on this program. Overall, preadolescent children experience similar viewer motivations to adolescents and adults in relation to obtaining knowledge, vicarious participation and entertainment factors. Parent responses to the program related to an increase in 'family time' by viewing the program together and extended to positive associations with family connection. Children also experienced a positive family connection, however, this was not directly associated with involvement with the program.

Although cooking in the home was not associated with involvement with the program, it was considered an activity that children would like to do more often. Parents found cleaning and time issues conflicted with their opportunities to allow children to cook. Food choices were perceived equally in the main group, however, matched parent and child pairs found that parents thought they offered more choice to their children than the children themselves experienced.

Television is a pervasive presence in many households. This study has highlighted the importance of preadolescent motivations for watching JMC, specifically, entertainment value, identity, knowledge and vicarious participation. JMC also provided an opportunity for parents to connect with their children by spending time together watching the program. Finally, the findings of the present study indicate that it is worth including the voices of both the parents and children regarding the benefits that can be accrued by families through engagement with reality television.

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Instructions to Authors: Journal of Children and Media

Journal of Children and Media is an interdisciplinary and multi-method peer-reviewed publication that provides a space for discussion by scholars and professionals from around the world and across theoretical and empirical traditions who are engaged in the study of media in the lives of children and adolescents. It is a unique intellectual forum for the exchange of information about all forms and contents of media in regards to all aspects of children's lives, and especially in three complementary realms: Children as consumers of media, representations of children in the media, and media organizations and productions for children as well as by them. It is committed to the facilitation of international dialogue among researchers and professionals, through discussion of interaction between children and media in local, national, and global contexts; concern for diversity issues; a critical and empirical inquiry informed by a variety of theoretical and empirical approaches; and dedication to ensuring the social relevance of the academic knowledge it produces to the cultural, political, and personal welfare of children around the world.

The *Journal of Children and Media* considers all manuscripts on the strict condition that they have been submitted only to the *Journal of Children and Media*, that they have not been published already, nor are they under consideration for publication or in press elsewhere. Authors who fail to adhere to this condition will be charged with all costs which the *Journal of Children and Media* incurs and their papers will not be published.

Contributions to the *Journal of Children and Media* must report original research and will be subjected to review by referees at the discretion of the Editorial Office.

Manuscript preparation

1. General guidelines

- Any consistent spelling style may be used. Please use double quotation marks, except where "a quotation is 'within' a quotation".

- A typical article will not exceed 8,000 words inclusive of tables/references/figure captions/footnotes/endnotes. Papers that greatly exceed this will be critically reviewed with respect to length. Authors should include a word count with their manuscript.
- Manuscripts should be compiled in the following order: title page; abstract; keywords; main text; acknowledgments; appendixes (as appropriate); references; table(s) with caption(s) (on individual pages); figure caption(s) (as a list).
- Abstracts of 150 words are required for all papers submitted.
- Each paper should have up to 10 keywords.
- Section headings should be concise and should follow the formatting given in the style-guide below.
- All the authors of a paper should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the cover page of the manuscript. One author should be identified as the corresponding author. The affiliations of all named co-authors should be the affiliation where the research was conducted. If any of the named co-authors moves affiliation during the peer review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after the article is accepted.
- Please supply a short biographical note for each author of no more than 75 words.
- For all manuscripts non-discriminatory language is mandatory. Sexist or racist terms should not be used.
- Authors must adhere to SI units. Units are not italicised.
- When using a word which is or is asserted to be a proprietary term or trade mark, authors must use the symbol ® or TM.

The editor also invites original submissions to a "Review and Commentary" section, which is a regular feature of the journal. Contributions to this section are to be short pieces (of up

to 2,000 words), and may include book reviews, suggestions for new directions in theory and research, notes on work-in-progress, commentary on developments within the field of children and media, responses to past journal articles, contributions to pedagogy and informal education practices, commentary on media production for children and media literacy programs, and reflections on ways to bridge the concerns of academia and activism. "Review and Commentary" submissions should be submitted as an email attachment to Alison Bryant at alison@playsciencelab.com.

2. Style guidelines

- Manuscripts must conform to the American Psychological Association (APA) Style.

3. Figures

- It is in the author's interest to provide the highest quality figure format possible. Images must be supplied with a 300dpi resolution as minimum. Please be sure that all imported scanned material is scanned at the appropriate resolution: 1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour.
- Figures must be saved separate to text. Please do not embed figures in the paper file.
- Files should be saved as one of the following formats: TIFF (tagged image file format), PostScript or EPS (encapsulated PostScript), and should contain all the necessary font information and the source file of the application (e.g. CorelDraw/Mac, CorelDraw/PC).
- All figures must be numbered in the order in which they appear in the paper (e.g. Figure 1, Figure 2). In multi-part figures, each part should be labelled (e.g. Figure 1(a), Figure 1(b)).
- Figure captions must be saved separately, as part of the file containing the complete text of the paper, and numbered correspondingly.

- The filename for a graphic should be descriptive of the graphic, e.g. Figure1, Figure2a.

4. Colour

The Journal has no free colour pages within its annual page allowance. Authors of accepted papers who propose publishing figures in colour in the print version should consult Taylor & Francis at proof stage to agree a financial contribution to colour reproduction costs. Figures that appear in black-and-white in the print edition of the Journal will appear in colour in the online edition, assuming colour originals are supplied.

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All submissions should be made online at the *Children and Media ScholarOne Manuscripts site*. New users should first create an account. Once logged on to the site, submissions should be made via the Author Centre. Online user guides and access to a helpdesk are available on this website.

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No information revealing the identities of the author(s) should be included in the manuscript itself. Submissions should be made via the journal's ScholarOne Manuscripts site.

Appendix A

Student Survey

I have listened to the information about the study. I am happy for you to ask me questions to help you know more about what children think about cooking, food and families. By putting my survey in the blank envelope I am agreeing for my answers to be used in the study. I have been told that my name will not be known, unless I have agreed to participate in the discussion group.

I know that I can choose not to answer your questions if I want to. I understand that my parent has agreed to let me take part in the survey. I understand that my answers will be kept private and confidential.

Section 1: COOKING & FOOD

How often do you cook at home?

- ☐ Never
- ☐ Less than once a week
- ☐ Once a week
- ☐ More than twice a week



Do you cook by yourself or with another person?

- ☐ By myself
- ☐ With another person: Please write who that person is (e.g. Mum, Dad, Nona etc.)

☐ I don't cook

If you could cook anytime you wanted, how often would you like to cook?

- ☐ Never
- ☐ Once a week
- ☐ More than twice a week
- ☐ Every day

Do you like to try (taste) new foods?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

I finish my meal every night.

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

How often do you talk about food with family?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

How often do you talk about food with friends?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

How often do you get to choose your breakfast?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

How often do you get to choose your lunch?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

How often do you get to choose your dinner?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

Section 2: JUNIOR MASTERCHEF

How often did you watch last year's series of Junior Masterchef?

- ☐ Every episode
- ☐ Most of the episodes
- ☐ Some of the episodes
- ☐ One episode
- ☐ Did not watch any

How interested in cooking were you before you watched the series?

- ☐ Very interested
- ☐ A little interested
- ☐ Not interested
- ☐ Did not watch the series

Can you name the winner of last year's Junior Masterchef?



Can you name the two contestants who were in this year's final?

Can you name one of the 'challenges' the children cooked in at Disneyland in this year's series?

Did you do any of the following:

- ☐ Buy the Junior Masterchef Cookbook
- ☐ Receive the cookbook as a gift
- ☐ Become a member on the Masterchef website
- ☐ Talk about Junior Masterchef with family and friends
- ☐ Join in the 'live' cooking demonstration with George
- ☐ Try and make any of the recipes from the show

Who is your favourite contestant of the current series?

Please name one of the celebrity chefs that appeared in the current series?

How much would you like to be on the next series of Junior Masterchef?

- ☐ Not at all
- ☐ Not sure
- ☐ Would like to
- ☐ Ultimate dream

I wish I could be like one of the contestants on Junior Masterchef

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

I like to watch Junior Masterchef so I can talk about it with my friends.

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Not at all

Section 3: ABOUT YOU AND YOUR FAMILY

Are you a:

- ☐ Boy
☐ Girl

What class year are you in?

- ☐ Year 4
☐ Year 5
☐ Year 6



My family is very close and get along very well. (Please tick)

- ☐ Always
☐ Most of the time
☐ Sometimes
☐ Not at all

Our family enjoys doing things together. (Please tick)

- ☐ Always
☐ Most of the time
☐ Sometimes
☐ Not at all

Tick the activities you have done with your family in the past week:

- | | |
|--|--|
| <input type="checkbox"/> Play at the park | <input type="checkbox"/> Ate out at a restaurant/friends |
| <input type="checkbox"/> Went shopping | <input type="checkbox"/> Picnics |
| <input type="checkbox"/> Ride bikes | <input type="checkbox"/> Visited relatives |
| <input type="checkbox"/> Swim at the beach | <input type="checkbox"/> Went to a movie |
| <input type="checkbox"/> Walked the dog | <input type="checkbox"/> Went to church |
| <input type="checkbox"/> Watched a game (e.g. Football/soccer/netball) | |
| <input type="checkbox"/> Cooked at home | |

This is the end of the questions. Thank you very much for completing this survey. Your number will be entered into a draw to win a double movie pass (One child and one adult ticket).

I may want to talk to some children at another time in a small group at school to ask some more questions.

If you want to be contacted again and your parent/guardian agrees, please write your name and class below:

Name: _____

Class: _____

Appendix B

Parent Survey

I have read the Information letter about the nature and scope of this questionnaire. Any questions I have about the research process have been answered to my satisfaction. I agree that by submitting the questionnaire into the blank envelope provided, I give my consent for the results to be used in the research. I am aware that this survey is anonymous, unless I have agreed to participate in the discussion group. I know that I may change my mind, withdraw my consent, and stop participating at any time; and I acknowledge that once my survey has been submitted it may not be possible to withdraw my data.

I understand that all information provided is treated as confidential by the researchers and will not be released to a third party unless required to do so by law.

I understand that the findings of this study may be published and that no information which can specifically identify me will be published.

Section 1: COOKING & FOOD

How often does your child cook at home?

- ☐ Never
☐ Less than once a week
☐ Once a week
☐ More than twice a week

Do they cook by themselves or with another person?

- ☐ By themselves
☐ With another person: Please write who that person is (e.g. Mum, Dad, Nona etc.)
☐ They don't cook

How often do you think your child would you like to cook?

- ☐ Never
☐ Once a week
☐ More than twice a week
☐ Every day

Do your child/children like to try (taste) new foods?

(from 1 = not at all to 5= always)

1 2 3 4 5

Do your child/children finish their meal every night?

(Please circle from 1 = not at all to 5= always)

1 2 3 4 5

How often do your child/children talk about food and cooking with you?

(from 1 = not at all to 5= always)

1 2 3 4 5



How often do your child/children get to choose their breakfast?

(Please circle from 1 = not at all to 5= always)

1 2 3 4 5

How often do your child/children get to choose their lunch?

(Please circle from 1 = not at all to 5= always)

1 2 3 4 5

How often do your child/children get to choose their dinner?

(Please circle from 1 = not at all to 5= always)

1 2 3 4 5

Section 2: JUNIOR MASTERCHEF

How often did your child/children watch last year's series of Junior Masterchef?

- ☐ Every episode
- ☐ Most of the episodes
- ☐ Some of the episodes
- ☐ One episode
- ☐ Did not watch any

How interested in cooking were they before they watched the series?

- ☐ Very interested
- ☐ A little interested
- ☐ Not interested
- ☐ Did not watch the series

Did you or your child do any of the following:

- ☐ Buy the Junior Masterchef Cookbook
- ☐ Receive the cookbook as a gift
- ☐ Become a member on the Masterchef website
- ☐ Talk about Junior Masterchef with family and friends
- ☐ Join in the 'live' cooking demonstration with George
- ☐ Try and make any of the recipes from the show



How much do you think your child/children would like to be on the next series of Junior Masterchef? (from 1 = not at all to 7= ultimate dream)

1 2 3 4 5 6 7

Did you watch the current series of Junior Masterchef?

- ☐ Yes
- ☐ No
- ☐ Not sure

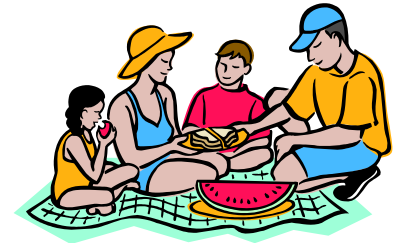
Did you and your child/children watch the show:

- ☐ Together
☐ Child by themselves
☐ Parent by themselves

Section 3: ABOUT YOU AND YOUR FAMILY

What is your position in the family:

- ☐ Mother/Step mother
☐ Father/Step father
☐ Other (please state) _____



What is your country of birth?

What is your nationality?

What is your child's country of birth?

How many children are living in your home with you?

Do you work?

- ☐ Full time
☐ Part time
☐ Do not work

Members of my immediate family are very close and get along very well.

(Please circle from 1 = strongly agree to 5= strongly disagree)

1 2 3 4 5

Our family enjoys doing things together.

(Please circle from 1 = strongly agree to 5= strongly disagree)

1 2 3 4 5

What other activities have you done with your child/children in the past week? (Please tick)

- | | |
|--|--|
| <input type="checkbox"/> Play at the park | <input type="checkbox"/> Ate out at a restaurant/friends |
| <input type="checkbox"/> Went shopping | <input type="checkbox"/> Picnics |
| <input type="checkbox"/> Ride bikes | <input type="checkbox"/> Visited relatives |
| <input type="checkbox"/> Swim at the beach | <input type="checkbox"/> Went to a movie |
| <input type="checkbox"/> Walked the dog | <input type="checkbox"/> Went to church |
| <input type="checkbox"/> Cooked with children | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Watched a game (e.g. Football/soccer/netball) | |

This is the end of the questions. Thank you very much for completing this survey. Your number will be entered into a draw to win a \$50 Coles Myer voucher.

Appendix C

Semi Structured Discussion Guide – Students

Discussion groups of five participants will be conducted to compare the perceptions children have if they have a high involvement in the JMC program as opposed to low involvement.

The high involvement group discussion will focus around the following questions:

1. Did you watch most of the JMC series this year or last year?
2. What attracts you to watch either JMC or another 'reality' show night after night?
3. Are reality television programs important in your house and do you see any value from them?
4. What spin offs if any have you noticed from JMC (e.g. books, advertisement's etc.)?
5. Do you make comparisons between the families on the show and your own?
6. Is it important to you to do activities as a family?
7. Has watching a reality television show ever increased your participation in an activity you would not have done as much of before (e.g. Exercise, singing, dancing etc.)?
8. Have you identified with contestants on other reality shows?

Appendix D

Semi Structured Discussion Guide – Parents

Discussion groups of five participants will be conducted to explore the parent's perceptions of their children's views related to the value of cooking, food, family interaction and the influence of JMC for them. A semi-structured discussion guide will be used to elicit responses to set questions.

The discussion group questions will focus around four main questions:

1. Are reality television programs important in your house and do you see any value from them?
2. What are the main reasons you do or do not let your children cook or participate in preparation of meals?
3. How important is it for your family to participate in activities together?
4. What choices do you give their children in terms of food and meal selection?

Appendix E

Influence of Reality Television

Dear Parent,

We invite you to participate in a research study looking at the influence of reality television on children's perceptions of food and family. This study is part of my honours Degree in Psychology, supervised by Suzanne Dziurawiec at Murdoch University. You may already know me from my connections with the St Jerome's Parents & Friends' committee and relief Education Assistant work. I would like to reassure you that all the information obtained in this study will be kept strictly confidential and will not be used in any other contexts.

Nature and Purpose of the Study

Reality television has now become common in television programming. Many studies have focused on its appeal and influence on adult audiences. However, there has been little research related to its effects on children.

The aim of this study is to investigate the 'phenomenon' of the program 'Junior Masterchef' to find out the level of impact it has on children's perceptions of cooking, food and family connectedness. Additionally of interest, is the level of knowledge parents have in relation to their children's ideas.

If you consent to take part in this research study, it is important that you understand the purpose of the study and the tasks you will be asked to complete. Please make sure that you ask any questions you may have, and that all your questions have been answered to your satisfaction before you agree to participate.

What the Study will Involve

This study contains two elements:

- A short survey to be completed by a parent and /or child.
- Optional participation in a discussion group, one for parents and one for students.

There are different participation options available. You can agree for you and your child to participate in the survey or you can opt for only your child to participate. Some parents and children will be selected after the survey to take part in discussion groups. If you decide to participate in this study, you will be asked to complete:

- Complete the attached survey at home that asks about your experiences relating to cooking, food and family interactions. The completed survey and consent form needs to be placed into the envelope provided and either returned into the box in the school office or to the class teacher by this **Friday, 2nd December 2011**.
- Selected parents will be asked at a later date, to take part in a 40 minute discussion group held at the school, prior to picking up your children in the afternoon. *Please note that you can elect to participate in the survey only.*

If you agree for your child to participate in the study, they will be asked to complete the following:

- Completion of a 10 minute survey in class time that asks them about their experiences related to cooking, food and family interactions. Students not participating in the survey will be given a curriculum relevant activity to complete. This activity will also be available to the other students once they have completed the survey.
- Selected students will be asked at a later date, to take part in a 30 minute discussion group held at the school during lunch time after they have eaten. Parents are not expected to be present at the student discussion group. *Please note that you can elect for your child to participate in the survey only.*

Voluntary Participation and Withdrawal from the Study

Your participation in this study is entirely voluntary. Please note that once the data has been collected and entered, it may not be possible to withdraw from the study as the information will be anonymous. All information is treated as confidential and no names or other details that might identify you will be used in any publication arising from the research.

Privacy

Your privacy is very important to us. Your participation in this study and any information you provide will be treated in a confidential manner. Your name and identifying details will not be used in any publication arising out of the research. Following the study, the data will be kept in a de-identified format, in a locked cabinet in the office of the Chief Investigator.

Benefits of the Study

It is possible that there may be no direct benefit to you from participation in this study.

While there is no guarantee that you will personally benefit, the knowledge gained from your participation may help others in the future.

Appreciation

By participating in the study, students will be entered into a raffle to win a double movie pass (one adult and one child ticket) and parents will be entered into a raffle to win a Coles Myer voucher to the value of fifty dollars. Please tear off your half of the raffle ticket attached to be in the draw.

If you have any questions about this project please feel free to contact either myself, Rachel Goodchild on mbl. 0438 941 815 or my supervisor, Dr Suzanne Dziurawiec, on ph. 9360 2388. My supervisor and I are happy to discuss with you any concerns you may have about this study.

Once we have analysed the information from this study a summary of our findings can be found at the following website:

http://www.psychology.murdoch.edu.au/researchresults/research_results.html

You can expect to receive this feedback in June 2012.

If you are willing to consent to your child's and your own participation in this study, please complete the Consent Form and return it to the school office.

Thank you for your assistance with this research project.

Sincerely

Rachel Goodchild

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2011/186). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Consent Form

Please tick any or all of the following:

- ☐ I would like to participate in the discussion group. I can be contacted on the number below to arrange a time that is convenient for me.
- ☐ I permit my child to participate in the survey if they choose to.
- ☐ I permit my child to participate in the discussion group if they choose to.

Parent Name

Parent Signature

Parent Contact Number

Child Name

Child Class

Child Name

Child Class

Appendix F

Student Information Letter

Dear Student,

My name is Rachel Goodchild and I am from Murdoch University. I would like to invite you to take part in a study that I am doing with the School of Psychology. The study is about finding out if watching shows like Junior Masterchef changes how children think about cooking, food and their family. Your parents are aware and have agreed that you can take part in the study if you want to.

What would I be asked to do?

If you agree to take part, you will be asked to complete a 10 minute survey. You may also be asked to take part in a discussion group. This discussion with other children from the school should take about 30 minutes. We will be talking about cooking, food and families.

Do I have to take part?

No. You are completely free to say yes or no. I will respect your decision whichever choice you make, and will not question it.

Participating in this study will not affect your grades, your relationship with your teacher(s), or your school.

What if I wanted to change my mind?

If you say yes, but then want to stop participating, that's OK. Just let your teacher know and you can stop at any time.

What will happen to the information I give - is it private?

Your answers on the survey will remain private and will be seen only by my supervisor and me. Your teachers will not see any of your answers.

After I have collected each survey and analysed all of it, I intend to write about what I found in a thesis, which is like a big assignment that will be marked for my University degree. When I do this, I will not write or tell anyone your name, or the names of any other students or your school.

A summary of the project will be made available to your school when it is completed. You can also see a summary at the following website in June 2012:

http://www.psychology.murdoch.edu.au/researchresults/research_results.html

Is this research approved?

The research has been approved by Murdoch University Human Research Ethics Committee and the Catholic Education Office.

Who do I contact if I wish to talk about the project further?

Please talk about the project with your parents or teacher first. Then, if you would like to talk with me more or ask some questions, please ask your teacher for my contact details.

OK - so how do I become involved?

If you do want to be a part of the project, then please complete the survey you have been given.

This letter is for you to keep.

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2011/186). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University's Research Ethics Office (Tel. 08 9360 6677 or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.